

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>St George's Church of England Primary School, Mossley</b>	
Address	Stamford Street, Mossley, OL5 0HT
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good
The effectiveness of religious education (RE)	Good

School's vision
<p>The opportunity to be unique, together achieving excellence.</p> <p>St George's strives to be a caring, Christian community, valuing every member as unique in the sight of God. We give everyone the opportunity to develop as a whole person, achieving their full potential in life. This is rooted in Romans 12: 4, 'For as in one body we have many members, and the members do not all have the same function, so we, though many, are one body in Christ, and individually members of one another.'</p>
Key findings
<ul style="list-style-type: none"> <li>• The school has developed and shared a distinctive Christian vision. The associated values are promoted and lived out by all. The strongly rooted biblical vision leads to a school community where everyone is valued and enabled to flourish.</li> <li>• The vision ensures that disadvantaged pupils and those with additional needs receive appropriate provision. Strong pastoral support and targeted intervention strategies mean all are able to progress and thrive.</li> <li>• The vision leads to fruitful relationships with the local church and wider community. Mutually beneficial partnerships impact positively on well-being. These allow pupils to have an impact outside the school.</li> <li>• Religious Education (RE) develops religious literacy and enables pupils to explore core theological concepts. They have a good understanding of Christianity as a living world faith. Teachers have few opportunities to engage in professional development in RE. This limits development of pupils' deeper learning</li> <li>• Collective worship is valued as a time to express the shared vision and values. As a result, pupils gain an insight into the relevance of faith in their lives. Pupils' contribution to worship provision is underdeveloped which limits opportunities for them to grow spiritually.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• To develop the role of pupils in planning, leading and evaluating collective worship. This will allow them to grow spiritually and have a positive impact on the lives of others.</li> <li>• To provide professional development for all staff teaching RE . This will ensure they are equipped to support pupils' progress effectively.</li> </ul>



## Inspection findings

As you enter St George's, the Christian vision and values are proudly displayed around the building. They permeate the school environment and the work and life of the school. A cross bearing images of every pupil promotes forgiveness. The uniqueness of individuals is nurtured and celebrated, enabling all to flourish. The biblical roots of the vision are highly relevant and clearly articulated by the school community. They work and live together as one body but are highly aware of individual needs. Everyone has high aspirations. A weekly celebration of success during worship is a highlight for families. The school values its partnership with the diocese. Leaders access training and the Bishop leads worship in school, including an Advent Eucharist.

Leaders drive the vision with faith and commitment. The diocese recognise the headteacher as a 'resilient leader of profound faith'. Systems are in place to evaluate the effectiveness as a church school. This drives improvement by identifying areas for development. The needs of the individual are at the forefront of strategic decisions. Leaders allocate resources to employ a learning mentor to address the social and emotional health needs of pupils. This ensures that all pupils have equal opportunity to succeed, despite individual challenges. Pastoral support is strong. Pupils access a nurture room and the 'Healthy Minds' charity. This has a positive impact on their well-being and learning. Leaders recognise the changing social needs of families and offer breakfast to pupils who require it. This means pupils feel safe, happy and ready to learn.

This is a highly inclusive school. All pupils, including those with barriers to learning, make good progress. The curriculum is crafted to meet the needs and context of the school. History themes give a deeper insight into the local community while other aspects of the curriculum embrace and reflect its diversity. The 'Eleven Experiences before 11' demonstrate leaders' commitment to enriching pupils' knowledge and experience. As a result, they develop skills and grow spiritually from visits into the natural world. Visits to outdoor learning centres develop pupils' character well.

Parents and staff speak passionately about the school as a family, with the Christian vision at its heart. They say this helps their children deal with personal challenges. Pupils say, 'Be thankful for what you have and forgive.' Staff know pupils and families well and positive relationships mean the school is a safe, happy place to learn. Parents understand the vision and say the school wants pupils to know God loves them and appreciates their uniqueness. Pupils say, 'Even if nobody loves me, God loves me.' Parents feel welcomed and involved in the school's Christian ethos. The parent teacher association join the church community to host charity events. Pupils and parents learn together about Christian celebrations. Nativity figures travel between pupils' homes to explore the Posada tradition. This deepens their knowledge of Christian festivals.

Invitational and inclusive collective worship is a focal point of the day. It is a time to explore the vision and values. The altar, seasonal colours, music and candles set the scene for all to focus and reflect. Pupils gain understanding of how the vision and values affect daily life. They explore the value of kindness during worship and relate this to helping friends during social times. Pupils are invited to pray and praise God by singing. They eagerly answer questions and enjoy supporting worship leaders, for example, reading prayers. Pupils do not currently have opportunities to plan, lead or evaluate worship in ways that improve practice. Prayer is central to the life of the school. Parents describe how pupils use prayer at home, for example, before meals. Pupils demonstrate an understanding of God as three in one. They say, 'He is Father to the world because he created it.'




The close proximity of the school to the church allows ongoing opportunities for pupils to visit, worship and celebrate Christian festivals. The school benefits from linking with the local Methodist church. They visit to participate in experience Easter and Christmas workshops. Consequently, pupils appreciate that Christians worship in different ways and are aware of Anglican traditions. This includes the Eucharist. The church community benefits from working in tandem with the school. Parishioners speak of being 'blown away' by the thoughtful way pupils led an act of remembrance. The Mothers' Union organises charity coffee mornings with the school and church members have an open invitation to join school worship. The local community benefit from the school choir singing at a residential home. This allows pupils to live out the Christian values and value the uniqueness of people outside the school. The school maintains a link with a school in Lahore. They write letters and share experiences with pupils there. These partnerships enable all to share the Christian vision, value difference and live well together.

The learning environment effectively supports teaching and learning of RE. Younger pupils learn about the nativity by re-enacting events with puppets. Older pupils prepare for an Advent service by creating Christingles. The subject leader attends RE training. Information is shared with teachers, enabling them to plan the curriculum progressively. New staff receive guidance around the teaching of RE. However, teachers have few opportunities to attend RE training or share good practice with other schools. This limits their subject knowledge and awareness of different approaches to teaching RE, including use of critical thinking. Systems for monitoring RE are in place. These result in identification of priorities for improvement.

Pupils take on a various leadership roles. Playground leaders support younger pupils at lunchtimes and the school council identify fundraising activities. The vision inspires pupils to take social action and they support a range of charities. They make sleeping bags for a homeless charity and donate items to a foodbank following Harvest celebrations. The Christian vision gives pupils an impressive understanding of inequality, difference and diversity. They speak confidently about different kinds of families and everyone being treated the same. Pupils discuss eco issues and provide examples of how they can protect the world. For example, ways to reduce the effects of forest fires on wildlife. Consequently, pupils have aspiration for themselves, and others, and are courageous advocates for change. The 'opportunity to be unique' at St George's is embraced by the whole school community. This enables all to flourish and leaves a legacy for life.



	The effectiveness of RE is		Good
	<p>The RE curriculum is a clear expression of the Christian vision. Planning and assessment is effective and enables pupils to make good progress. RE gives pupils an understanding, and progressive knowledge, of core theological concepts, for example, Creation. They begin to discuss these critically. However, this thinking currently lacks depth. The RE curriculum gives pupils a good knowledge of the Bible and develops an understanding of world religions.</p>		
Information			
School	St George's Church of England Primary School, Mossley	Inspection date	1 December 2022
URN	106248	VC/VA/Academy	Voluntary aided
Diocese/District	Manchester	Pupils on roll	126
Headteacher	Carolyn Divers		
Chair of Governors	Ellen Patel		
Inspector	Anne Barker	No.	959